



BSc(Hons) BUSINESS ADMINISTRATION



Programme
Handbook
2023/24

1. WELCOME AND INTRODUCTION

WELCOME!

Dear Student,

This Handbook is intended to provide a concise reference and guide for all ACT students. Included herein are brief statements of College policies applicable to and of interest to all College constituencies.

This guide is intended to address some of the common academic and student life questions and concerns that are likely to arise during your years at ACT. Its purpose is not merely to lay out the policies of academic life, but also to point out ways of thinking about your education. Planning carefully and looking ahead will enable you to maximize your opportunities at the College. Knowing when and where to find guidance and counsel is important in ensuring that your educational choices are well considered and make sense in the context of your larger academic goals.

We do assume, however, that you will seek out the help you need. This guide has been designed to help you do just that. Please read it, keep it, and use it as a reference throughout your academic career.

Other channels of communication at ACT are provided by:

- Viewbook/Catalogue of Study (annual publication consisting of the analytical programs of study, course offerings and course descriptions)
- The Student Bulletin (weekly during the semester)

With best regards,
Dr. Stamos Karamouzis
ACT Provost

A BRIEF INTRODUCTION TO ACT

The American College of Thessaloniki (ACT, founded in 1981 as two-year, Associate-degree granting institution) is the tertiary-level division of Anatolia, a private, non-profit educational institution founded in 1886. It is incorporated in, and chartered by the Commonwealth of Massachusetts, and it is fully accredited by the New England Commission of Higher Education (NECHE) through its Commission on Institutes of Higher Education. In inspiration, mission, governance, and programs, ACT resembles the traditional New England colleges upon which it has been modeled.

Founded by American Protestant missionaries, Anatolia was originally located in Asia Minor and evolved from a seminary in Constantinople, which began in 1840. The school was closed during the Greek-Turkish War of 1919-1922 and ceased to have a viable mission in Asia Minor when Turkey's minority communities were uprooted under the peace treaties concluding the war. In 1924, Anatolia relocated to Thessaloniki, where the greatest part of the refugee influx from Asia Minor had settled. In the mid-1930s, the school moved to its present location on a forty-five acre campus a few miles from the center of the city.

ACT moved to a four-year college in 1989 and currently offers Bachelor's degrees in the areas of Business, Technology, English and International Relations. Since 2002, ACT also established a graduate program in Business (MBA) with concentrations in key disciplines such as Marketing, Management, Entrepreneurship, and Banking & Finance. The MBA program is designed to accommodate both business graduates as well as graduates from other disciplines and can be completed on full-time or part-time basis within one or two years. Starting with the entering class of Fall 2008 three of ACT's undergraduate degree programs (Business, International Relations and Business & Computing) were validated by the University of Wales. In September 2013, ACT entered a new validation agreement for all its undergraduate programs with one of the top British Universities, the British Open University.

In recent years, ACT has received grants from a number of foundations, notably among which are the Anagnos Foundation, the Andrew Mellon Foundation, the Cleveland H. Dodge Foundation, the N. Demos Foundation, the Minneapolis Foundation, the Pappas Foundation, (US), the J. F. Costopoulos Foundation, and the Stavros S. Niarchos Foundation (Greece). These grants, contributions by many individual donors in Greece and in the US, and most particularly the extraordinary contributions of Mr. George Bissell, Chair of the Board of Trustees, have made possible the creation of a world-class campus and of the Bissell Library, a state of the art facility unique in SE Europe.

2. LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF

CHAIR

- **Dr. Nikolaos L. Hourvoulides,**
Professor (Finance)
BA Economics, Aristotle University of Thessaloniki;
MBA Yale School of Management, Yale University;
PhD in Financial Derivatives, Aristotle University of Thessaloniki
Bissell Library, Lower Level; Tel.: +30-2310-398385; Email: hourvoul@act.edu

ACADEMIC STAFF (ALPHABETICAL ORDER)

- Mr. Georgios Anastasiades,
Adjunct Professor
BSc Economics & Econometric, Essex University;
Mphil International Macroeconomics, Essex University;
- Mr. Anestis Anastasiou,
Assistant Professor, Coordinator of Tourism Programs
BEng Mechanical Engineering, University College of London;
MSc Energy Management, City University;
MSc International Management, Kings College;
Pg Dip Higher Education Teaching, University of Abertray Dundee;
MA Politics & Economics, University of Macedonia
- Mr. Konstantinos Antoniou
Adjunct Professor
BA Economics, Essex University;
MSc International Banking & Finance, University of Wales
- Ms Despoina Dimopoulou
Adjunct Professor
MBA, University of Lincoln;
BSc Psychology, University of Lincolnshire and Humberside
- Mr. George Fassas,
Adjunct Professor
BA Business Administration, University of Macedonia;
MBA New York University
- Ms. Evita Gantina,
Adjunct Professor
Diploma in Business Administration, SBALA;
BS Business Management, University of Houston Clear Lake;
MA Business Communication & Public Relations, European University Montreux

- Dr. Zoe Giannopoulou,
Adjunct Professor
BA, MA, PhD Law, Aristotle University of Thessaloniki;
- Dr. Athanasia Gkimperiti,
Adjunct Professor
BSc Social Policy & Anthropology, Panteion University;
MSc Health Management, City University London;
PhD e-Health, University of Macedonia
- Ms. Anatoli Kapnidou
Adjunct Professor
MA Revenue Management, Cornell University;
MBA, University of Thessaloniki;
BA Tourism, ATEI
- Dr. Kostas Klimis,
Adjunct Professor
BSc Business Administration, Aristotle University of Thessaloniki;
MSc Financial & Managerial Controls, University of Southampton;
PhD Bank Marketing, University of Macedonia
- Dr. Ioannis Krassas,
Assistant Professor
BSc Mathematics, University of Crete;
MSc Financial Economics, University of Cardiff;
PhD Finance, University of Exeter
- Ms. Ourania Lamprianidou
Adjunct Professor
Post-graduate diploma in Hospitality, Glion;
BS Political Science, Aristotle University of Thessaloniki
- Dr. Sophia Mitropoulou
Adjunct Professor
PhD, Business Law, Aristotle University of Thessaloniki;
LLM, Economic & Commercial Law, Aristotle University of Thessaloniki
- Dr. Prodromos Monastirids,
Adjunct Professor
BA Marketing, Technological Institute of Thessaloniki;
MA Marketing, University of Sunderland;
PhD Marketing, Aristotle University of Thessaloniki
- Dr. Konstantinos Moutsianas
Adjunct Professor
PhD, Finance, Aristotle University of Thessaloniki;
Post-graduate certificate Academic Practice, Coventry University
MSc Banking & Finance, International Hellenic University;
MSc MIS, Aristotle University of Thessaloniki;
BSc Economics, Aristotle University of Thessaloniki

- Mr. Angelos Papageorgiou,
Adjunct Professor
BA Economics, Aristotle University of Thessaloniki;
MSc Management, New Jersey Institute of Technology
- Ms. Fotini Papamavroudi,
Adjunct Professor
BA Accounting and Financial Management, University of Essex;
MA International Management and Finance, Bradford University
- Mr. Theodore Papanestoros,
Adjunct Professor
BS Marketing, Deree College;
MA Marketing, Middlesex University
- Ms. Rania Semertzian
Adjunct Professor
MA International Relations & Marketing, Patterson-University of Kentucky
BA English, Berea College
- Ms. Ioanna Tavanidou,
Adjunct Professor
BA Economics, Aristotle University of Thessaloniki;
MS International Banking and Finance, Southampton University
- Dr. Eirini Tsihla,
Assistant Professor
PhD Marketing, Aristotle University of Thessaloniki;
MSc Marketing, University of Sterling;
BSc Economics, Aristotle University of Thessaloniki

3. LIST OF SUPPORT STAFF

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Phone No. (2310+No.)	e-mail (name@act.edu)
President	Dr. Panayiotis Vlachos	Stephens Hall, 1 st Floor	398204	pvla
Executive Assistant to the President	Ms. Elena Charalambides	Stephens Hall, 1 st Floor	398204	elenacha
Vice-President for Operations & Planning	Mr. Ioannis Tsorbatzoglou	Stephens Hall, 1 st Floor	398326	yatso
Vice President for Institutional Advancement	Mr. Peter Chresanthakes	Stephens Hall, 1 st Floor	398265	peter
Vice President for Finances & HR/CFO	Mr. Pavlos Floros	Stephens Hall, 1 st Floor	398214	pfloros
Human Resources Officer	Ms. Natasa Kotanidou	Stephens Hall, Ground Floor	398246	nkotanid
Alumni and Public Relations Officer	Ms. Marina Charitopoulou	Stephens Hall, 2 nd Floor	398220	mcharito
Director of Marketing	Mr. Theodore Papanestoros	Stephens Hall, 1 st Floor	398385	theodore
Director of International Programs	Ms. Heather Funk	New Building, Ground Floor	398215	heather
Study Abroad Coordinator	Ms. Miranda Margariti	New Building, Ground Floor	398205	mmargari
Associate Director of Enrollment Management	Mr. Evripidis Konstantinidis	Bissell Library, 1 st Floor	398398	evrikons
Director of Admissions	Mr. Manolis Maou	Bissell Library, 1 st Floor	398239	admissions
Head Registrar	Ms. Antigoni Vlachopoulou	New Building, Ground Floor	398207	actreg
Administrative Assistant to the Registrar	Ms. Theodora Zafiriou	New Building, Ground Floor	398224	actreg

4. NAME, POSITION AND INSTITUTION OF THE EXTERNAL EXAMINER(S) INVOLVED IN THE PROGRAMME

- Dr. Konstantinos Baritsas, Chief EE, Brunel University
- Dr. Tambudzai Mangezi, EE, Greenwich Business School

- Dr. Anna Rita Bennato, EE, Loughborough University
- Ms. Antonia Koumproglou, EE, University of East London

5. INTRODUCTION TO THE PROGRAMME

The BSc Honours in Business Administration was originally validated by Open University, UK in 2013 as a BA program and was renamed to BS in 2015. It features four pathways: Entrepreneurial Management, Marketing, Tourism, International Business & Finance. The main aims and objectives of the program are:

- to develop understanding, knowledge, competences, skills, values and where possible experience pertaining to the field of Business Studies.
- to stimulate the students intellectual curiosity and to expand their horizon of knowledge.
- keeping pace with international developments while at the same time ascertaining their impact on the entrepreneurial communities of Greece and Southeast Europe.
- the provision of an education relevant to a range of work opportunities in the field of Business through a program which combines academic theory and the practical implementation of skills.
- to develop students intellectual skills and foster a spirit of enquiry, and enterprise that will enable them to take their place either in further Academic study or to take up an appropriate position within their chosen profession.
- to provide students with an understanding of the theory, policy and practice of the business community.
- to equip students with knowledge and understanding which will allow them to see themselves as being productive citizens.

In order to receive the BS degree, the student must have fulfilled all the GER and major requirements and have completed at least 360 credits (120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6). All Business students take a two-semester sequence Senior Thesis I and II course. According to NECHE Standards, students must complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. As a consequence, all candidates for an ACT degree must have been in residence at the College during the last two semesters of full time instruction, assuming availability and equivalency of transferable courses.

6. PROGRAMME SPECIFICATION

The program is to prepare students that have chosen the Bachelor of Science– Honours in Business Administration to enter into a professional career in the world of Business either in existing corporations or in creating their own. In developing the program local employers have been consulted and help in determining the pathways that could be useful to students in obtaining a career path. The teaching strategies have been developed in such a way as to make students not only to be able to understand, synthesize and critically evaluate theoretical applications and cases but also engage in real life business situations. This is done through guest lecturers, visiting companies and running projects for companies. As a result of these interactions quite often the graduates of the business program are preferred for employment because they have demonstrated in practice their abilities.

The use of the English language and the use of international examples and cases in our program are a distinctive advantage for employment to businesses that have international operations. Also the fact that the Business program is accredited by a U.S. body (NECHE) and validated by a U.K. institution makes Business School graduates more in tune with multinational corporations' needs and their employment in other countries more feasible. In this sense the four pathways that are offered are addressing not only the human resource needs of the local business community but provide opportunities to graduates to work in other countries. This need of the students of working abroad is more profound given the economic crisis that has ensued in 2009 after the inability of the Greek Government to respond to its financial obligations. Also, many of our students are interested either starting their own business and this has led to the development of the Entrepreneurial Management pathway. Our program with its unique bicultural nature and its international focus and its experiential activities and business plan competition is uniquely positioned to service the needs of the students in the broader area of Northern Greece and the Balkans.

INTENDED LEARNING OUTCOMES

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ul style="list-style-type: none"> • A1 Knowledge and understanding of the theory, methodologies and applications in the field of specialty of each pathway (specifically Entrepreneurial Management, Marketing, International Business & Finance, Tourism). How it is applied in achieving business organizations objectives. • A2 Deepening their knowledge and enhancing their managerial capabilities in developing business strategy and business strategy implementation taking into account the organizational, governmental, institutional and societal factors. • A3 Acquire quantitative reasoning thus being able to analyze information and measure the effectiveness of their choices • A4 Knowledge and understanding of how their field of specialization (specifically Entrepreneurial Management, Marketing, Finance & International Business) relates to other business functions; the role of each of each function in the organization; the interrelationship of the functions in relation to achieving organizational objectives. • A5 Knowledge and understanding of the role business organizations play in terms of economic and societal development. • A6 (International Business & Finance) Knowledge and understanding of the international environment in which organizations operate; knowledge and understanding of the financial institutions, the financial services and their role in the economy; development and implementation of international business strategy; how the financial sector interacts with the business organizations and it contributes to organizational performance. 	<p>Modules taught feature a variety of summative and formative assessments. There is a progression from learning and understanding the theory to being able to relate to the business environment. The analysis, synthesis and application of theory is progressively done from level 4 to level 5 to level 6. This is achieved through lecturing, class discussion, guest lecturing, company visits, cases, real business projects, group work, presentations and research of sources. Each module specifies its teaching method and assessment. Students are expected to learn using the methods described above that combined address both the cognitive and experiential aspects of learning.</p>

3A. Knowledge and understanding	
<ul style="list-style-type: none"> • A6 (Tourism) Knowledge and understanding of tourism and hospitality as a service and as a product; local and global trends; visitors' preferences; the creation and promotion of the destination product; various forms of tourism • A6 (Entrepreneurial Management) Knowledge and understanding of the conditions, the elements required in engaging in entrepreneurial endeavours; the creation of effective strategic planning and managing growth; capitalize on opportunities and identifying and approaching financing sources. • A6 (Marketing) Knowledge and understanding of the different elements that comprise the function of marketing, their role in organizations, and how to integrate them in a single strategy; the role of marketing in the economy and how it affects consumers' choice and welfare. 	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the program, students will demonstrate systematic understanding of:</p> <ul style="list-style-type: none"> • B1 Apply skills of critical analysis and reasoning on theories and business problems and examine and evaluate alternative approaches to them. • B2 Develop the ability to combine information for problem solution relating to different organizational contexts. <p>They will also be able to conceptualize, debate, and solve problems regarding such key issues as:</p> <ul style="list-style-type: none"> • B3 Adept in thinking independently and taking initiatives in applying models for problem solving • B4 competence in the choice and use of complex and specialized material for advanced writing on an empirical project or a business plan 	<p>The use of cases, examples and projects are used along with the classroom discussion to develop cognitive skills. Students are encouraged to work independently and provide their own solutions to cases and real world problems. The questions in the examinations are progressively in levels 5 and 6 addressing these skills.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the program, students will demonstrate an understanding of and ability to perform tasks relating to:</p> <ul style="list-style-type: none"> • C1 Write in a professional and comprehensible way • C2 Learn how to use information sources and technology • C3 Improve self management and organizational skills • C4 An ability to carry out an empirical study, or a business plan, involving various methods of data collection (experiments, observation, questionnaires, interviews etc), set up a major project and write an argument 	<p>The adherence to deadlines, project specifications, classroom discussion format is one way of teaching self-management and organizational skills. In addition to the modules that teach technology for management and use of information sources modules requirements increasingly demand the use of technology, information sources and reporting at levels 5 and 6.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the program, students will demonstrate a mastery of practical tasks involving:</p> <ul style="list-style-type: none"> • D1 Develop the skills to make effective presentations that will communicate information, propositions, and justification, using the appropriate approach in relation to the situation and the audience. • D2 Apply new technologies in acquiring, analyzing and presenting information. • D3 Develop planning skills that be applied in achieving individual and group work objectives. 	<p>The ACT General Education curriculum is predicated on transfer of communication and other skills across the four years of undergraduate study. In level 4 students are given literacy and IT training. Many modules in levels 4-6 include group projects. Students routinely are called upon to do formal and informal oral presentations, including as</p>

3D. Key/transferable skills	
	part of their senior (level 6) final project/thesis.

PROGRAMME STRUCTURE (PATHWAY ENTREPRENEURIAL MANAGEMENT)

Programme Structure - LEVEL 4 -- ACT years 1-2			
Compulsory modules	Credit points	Optional modules	Credit points
MATH 115-Calculus CS 151-Quantitative Computing MNGT 101-Introduction to Management ACC 101-Financial Accounting ECON 101-Introductory Macroeconomics ACC 102-Managerial Accounting MKTG 101-Introduction to Marketing ECON 102-Introductory Microeconomics	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 5 -- ACT year 3			
Compulsory modules	Credit points	Optional modules	Credit points
MNGT 201-Organizational Behavior FIN 201-Financial Management BUS 241-International Business Law CS 201-Business Computing RES 299- Research Methods FIN 202-Entrepreneurial Corporate Finance MNGT 219-Entrepreneurial International Business STAT 205-Statistics I	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in Business Administration providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 6 -- ACT year 4			
Compulsory modules	Credit points	Optional modules	Credit points
MNGT 210-Human Resources Management MNGT 322-Business Strategy I MNGT312-Operations Management MKTG 330-Consumer Behavior MNGT 323-Business Strategy II-Capstone Project (Thesis) MNGT 330-Entrepreneurship and Innovation MKTG 301- Marketing Strategy & Brand Management MNGT 341-Business in Greece and the EU	15		

- **Exit Award:** Students who complete 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6 excluding the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc Ordinary in Business Administration
- Or transfer to BSc (Hons) Business Administration (subject to validation)
- Students who complete 360 credits (120 at Level 4, 120 at Level 5, 120 at Level 6 including the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc (Hons) Business Administration

PROGRAMME STRUCTURE (PATHWAY MARKETING)

Programme Structure - LEVEL 4 -- ACT years 1-2			
Compulsory modules	Credit points	Optional modules	Credit points
MATH 115-Calculus CS 151-Quantitative Computing MNGT 101-Introduction to Management ACC 101-Financial Accounting ECON 101-Introductory Macroeconomics ACC 102-Managerial Accounting MKTG 101-Introduction to Marketing ECON 102-Introductory Microeconomics	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 5 -- ACT year 3			
Compulsory modules	Credit points	Optional modules	Credit points
Mgmt 201-Organizational Behavior Fin 201-Financial Management Bus 240-International Business Law CS 201-Business Computing Mktg 200-Public Relations Stat 205-Statistics I Res 299-Research Methods Mktg 214-Advertising	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in Business Administration providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 6 -- ACT year 4			
Compulsory modules	Credit points	Optional modules	Credit points
MNGT 322-Business Strategy I MKTG 324-E-Marketing MKTG 330-Consumer Behavior MNGT 312-Operations Management MKTG 301- Marketing Strategy & Brand Management MKTG 320-Marketing Research MKTG 318-Global Marketing MNGT 323-Business Strategy II-Capstone Project (Thesis)	15		

- **Exit Award:** Students who complete 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6 excluding the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc Ordinary in Business Administration
- Or transfer to BSc (Hons) Business Administration (subject to validation)
- Students who complete 360 credits (120 at Level 4, 120 at Level 5, 120 at Level 6 including the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc (Hons) Business Administration

PROGRAMME STRUCTURE (PATHWAY INTERNATIONAL BUSINESS & FINANCE)

Programme Structure - LEVEL 4 -- ACT years 1-2			
Compulsory modules	Credit points	Optional modules	Credit points
MATH 115-Calculus CS 151-Quantitative Computing MNGT 101-Introduction to Management ACC 101-Financial Accounting ECON 101-Introductory Macroeconomics ACC 102-Managerial Accounting MKTG 101-Introduction to Marketing ECON 102-Introductory Microeconomics	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 5 -- ACT year 3			
Compulsory modules	Credit points	Optional modules	Credit points
Mgmt 201-Organizational Behavior Fin 201-Financial Management Bus 240-International Business Law CS 201-Business Computing Res 299-Research Methods Stat 205-Statistics I Fin 202-Entrepreneurial Corporate Finance Mgmt 219-Entrepreneurial Int'l Business	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in Business Administration providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 6 -- ACT year 4			
Compulsory modules	Credit points	Optional modules	Credit points
MNGT 322-Business Strategy I MNGT 312-Operations Management FIN 232-International Finance MNGT 341-Business in Greece and the EU FIN 220-Investment and Portfolio Management ECON 332-International Economics MKTG 318-Global Marketing MNGT 323-Business Strategy II-Capstone Project (Thesis)	15		

- **Exit Award:** Students who complete 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6 excluding the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc Ordinary in Business Administration
- Or transfer to BSc (Hons) Business Administration (subject to validation)
- Students who complete 360 credits (120 at Level 4, 120 at Level 5, 120 at Level 6 including the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc (Hons) Business Administration

PROGRAMME STRUCTURE (PATHWAY TOURISM)

Programme Structure - LEVEL 4 -- ACT years 1-2			
Compulsory modules	Credit points	Optional modules	Credit points
MATH 115-Calculus CS 151-Quantitative Computing MNGT 101-Introduction to Management ACC 101-Financial Accounting ECON 101-Introductory Macroeconomics ACC 102-Managerial Accounting MKTG 101-Introduction to Marketing ECON 102-Introductory Microeconomics	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 5 -- ACT year 3			
Compulsory modules	Credit points	Optional modules	Credit points
MNGT 201-Organizational Behavior FIN 201-Financial Management BUS 241-International Business Law CS 201-Business Computing MNGT 203: Hospitality Management MKTG 201: Tourism Marketing MNGT 202: Destination Management STAT 205-Statistics I	15		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in Business Administration providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 6 -- ACT year 4			
Compulsory modules	Credit points	Optional modules	Credit points
MNGT 322-Business Strategy I MNGT 305: HR in Hotel & Tourism MNGT 306: Real Estate Management MNGT 302: Revenue Management MNGT 460: Contemporary Project Management MKTG 303: E-Business for Tourism MKTG 320-Marketing Research MNGT 323-Business Strategy II-Capstone Project (Thesis)	15		

- **Exit Award:** Students who complete 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6 excluding the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc Ordinary in Business Administration
- Or transfer to BSc (Hons) Business Administration (subject to validation)
- Students who complete 360 credits (120 at Level 4, 120 at Level 5, 120 at Level 6 including the two Senior Thesis (Management 322 & 323) modules are entitled to receive a BSc (Hons) Business Administration

Suggested electives for all pathways: Elective modules (outside OU curriculum): MKTG202-Services Marketing (5), ECON 242-Managerial Economics (5), MKTG212-Sales Marketing (5), MNGT307-Negotiations (5), MKTG302-Corporate Social Responsibility (6), MNGT308-Leadership Development (6), FIN301-Advanced Monetary Policy (6), MNGT306-Real Estate Management (6), FIN 210-Money & Banking (6)

SUGGESTED PROGRAM OF STUDIES

ACT Years 1-2 (Level 4)

- *Math 115 Calculus*
- *Computer Science 151 Quantitative Computing*
- *Management 101 Introduction to Management*
- *Accounting 101 Financial Accounting*
- *Economics 101 Introductory Macroeconomics*
- *Accounting 102 Managerial Accounting*
- *Marketing 101 Introduction to Marketing*
- *Economics 102 Introductory Microeconomics*

ACT Year 3 (Level 5)

- *Management 201 Organizational Behavior*
- *Finance 201 Financial Management*
- *Business Administration 241 International Business Law*
- *Computer Science 201 Business Computing*
- *Research 299 Research Methods*
- *Management 219 Entrepreneurial International Business*
- *Finance 202 Entrepreneurial Corporate Finance*
- *Statistics 205 Statistics I*

ACT Year 4 (Level 6)

- *Management 310 Human Resources Management*
- *Management 322 Business Strategy I*
- *Management 312 Operations Management*
- *Marketing 330 Consumer Behavior*
- *Management 323 Business Strategy II-Capstone Project (Thesis)*
- *Management 330 Entrepreneurship and Innovation*
- *Marketing 301 Marketing Strategy & Brand Management*
- *Management 341 Business in Greece and the EU*

Optional modules (Entrepreneurial Management)

- *Economics 332 International Economics*

- *Finance 210 International Money and Banking*
- *Finance 220 Investment and Portfolio Management*
- *Finance 232 International Finance*
- *Marketing 200 Principles of Public Relations*
- *Marketing 212 Sales Management*
- *Marketing 214 Advertising*
- *Marketing 318 Global Marketing*
- *Marketing 320 Marketing Research*
- *Marketing 324 E-Marketing*
- *Marketing 330 Consumer Behavior*
- *Economics/Management 242 Applied Managerial Economics*
- *Business 398 Undergraduate Internship in Business*

Optional modules (Marketing)

- *Economics 332 International Economics*
- *Economics/Management 242 Applied Managerial Economics*
- *Finance 202 Entrepreneurial and Corporate Finance*
- *Finance 210 International Money and Banking*
- *Finance 220 Investment and Portfolio Management*
- *Finance 232 International Finance*
- *Marketing 200 Principles of Public Relations*
- *Management 310 Human Resource Management*
- *Management 219 Entrepreneurial International Business*
- *Management 330 Entrepreneurship and Innovation*
- *Management 341 Business in Greece and the EU*
- *Business 398 Undergraduate Internship in Business*

Optional modules (International Business & Finance)

- *Economics 332 International Economics*
- *Economics/Management 242 Applied Managerial Economics*
- *Finance 202 Entrepreneurial and Corporate Finance*
- *Finance 210 International Money and Banking*

- *Finance 220 Investment and Portfolio Management*
- *Finance 232 International Finance*
- *Marketing 200 Principles of Public Relations*
- *Management 310 Human Resource Management*
- *Management 219 Entrepreneurial International Business*
- *Management 330 Entrepreneurship and Innovation*
- *Management 341 Business in Greece and the EU*
- *Business 398 Undergraduate Internship in Business*

Optional modules (Tourism)

- *MNGT 305: HR in Hotel & Tourism*
- *MNGT 306: Real Estate Management*
- *MNGT 302: Revenue Management*
- *MNGT 303: Events Management*
- *MKTG 303: E-Business for Tourism*
- *MKTG 320-Marketing Research*
- *Marketing 200 Principles of Public Relations*
- *Marketing 212 Sales Management*
- *Marketing 214 Advertising*
- *Marketing 320 Marketing Research*
- *Marketing 330 Consumer Behavior*
- *Business 398 Undergraduate Internship in Business*

CURRICULUM MAP (ENTREPRENEURIAL MANAGEMENT)

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
4	MATH 115-Calculus	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	CS 151-Quantitative Computing	√	√	√						√	√	√		√				√	√								√	√
	MNGT 101-Introduction to Management	√	√	√	√					√	√							√	√							√	√	
	ACC 101-Financial Accounting	√	√	√						√	√	√						√	√							√	√	√
	ECON 101-Introductory Macroeconomics	√	√	√						√	√							√		√						√		√
	ACC 102-Managerial Accounting	√	√	√	√	√	√			√	√		√					√								√		
	MKTG 101-Introduction to Marketing	√			√	√	√			√								√		√						√		√
	ECON 102-Introductory Microeconomics	√	√	√	√					√	√							√	√							√	√	

Level	Study module/unit	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
5	MNGT 201-Organizational Behavior	√		√						√	√							√		√						√		√
	FIN 201-Financial Management	√	√	√	√					√	√							√		√						√		
	BUS 240-International Business Law	√	√	√	√	√				√	√							√	√	√						√		
	CS 201-Business Computing	√	√	√	√					√				√	√				√		√		√			√		√
	RES 299-Research Methods	√		√	√	√	√			√	√							√	√	√						√	√	
	FIN 202-Entrepreneurial Corporate Finance	√	√	√	√	√				√	√							√		√						√		√
	STAT 205-Statistics I	√	√	√	√					√	√									√		√	√			√	√	
	MNGT 219-Entrepreneurial International Business	√	√	√						√	√							√	√							√	√	

CURRICULUM MAP (MARKETING)

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
4	MATH 115-Calculus	V	V	V	V	V	V	V	V	V	V	V	V					V								V		
	CS 151-Quantitative Computing	V	V	V						V	V	V		V				V	V								V	V
	MNGT 101-Introduction to Management	V	V	V	V					V	V							V	V							V	V	
	ACC 101-Financial Accounting	V	V	V						V	V	V						V	V							V	V	V
	ECON 101-Introductory Macroeconomics	V	V	V						V	V							V		V						V		V
	ACC 102-Managerial Accounting	V	V	V	V	V	V			V	V		V					V								V		
	MKTG 101-Introduction to Marketing	V			V	V	V			V								V		V						V		V
	ECON 102-Introductory Microeconomics	V	V	V	V					V	V							V	V							V	V	

Level	Study module/unit	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
5	MNGT 201-Organizational Behavior	V		V						V	V							V		V						V		V
	FIN 201-Financial Management	V	V	V	V					V	V							V		V						V		
	BUS 240-International Business Law	V	V	V	V	V				V	V							V	V	V						V		
	CS 201-Business Computing	V	V	V	V					V				V	V				V		V		V			V		V
	MKTG 200-Public Relations	V	V							V	V							V		V						V		V
	STAT 205-Statistics I	V	V	V	V					V	V									V		V	V			V	V	
	RES 299-Research Methods	V		V	V	V	V			V	V	V						V	V	V						V	V	
	MKTG 214-Advertising	V	V		V	V	V			V	V	V						V		V						V		V

Level	Study module/unit	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
6	MNGT 322-Business Strategy I	V	V							V	V							V	V							V	V	
	MKTG 324-E-Marketing	V	V	V	V	V				V	V							V	V							V	V	
	MKTG 330-Consumer Behavior	V	V	V	V	V				V	V							V	V							V	V	
	MNGT 312-Operations Management	V	V	V						V	V							V	V							V	V	
	MNGT 323-Business Strategy II-Capstone Project	V	V	V	V	V	V			V	V	V	V					V	V	V	V					V	V	V
	MKTG 320-Marketing Research	V	V	V	V					V	V							V	V							V	V	
	MKTG 318-Global Marketing	V	V	V	V					V	V	V						V	V							V		
	MKTG 301- Marketing Strategy & Brand Mgmt	V	V	V	V	V	V			V	V	V						V	V	V						V		V

7. **MODULE SPECIFICATIONS**

All modules offered at the ACT Business School are described at school website, in particular at: <https://www.act.edu/academics/undergraduate-studies/school-of-business/business-division-available-courses>

The list is updated on a continuous basis throughout the academic year.

ACADEMIC ADVISING AND MENTORING THE LEARNING HUB

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at ACT and, in most cases, until graduation. The Academic Advisor helps students to plan their overall program of studies, as well as to select courses each semester. Advisors also provide information about ACT academic and support services, assist students in addressing problems in particular courses within a given semester, and offer ongoing advice concerning the students' long-term academic and career goals.

Students with weak English language competency, as well as those on academic probation with a low GPA (less than 1.5), are assigned faculty mentors who follow the students' progress throughout the semester by meeting frequently with the students, follow their progress in classwork by maintaining a line of communication with the students' instructors and by compiling reports on the students' progress.

THE LEARNING HUB

ACT's Learning Hub is located on the upper floor of the Library. Students are invited to meet with the tutors and receive assistance with their English language and Mathematics needs. The Admissions and the Enrollment department offices are also located on the upper floor of the Library. Prospective students may obtain from there all the necessary information concerning their studies and financial support.

HEALTH SERVICES

The resident Anatolia High School nurse accepts student emergency visits as well as regular appointments in her office located on campus. The Anatolia/ACT is also within easy access to both a private clinic and several hospitals, all of which provide emergency services. A resident doctor at ACT is available to students on campus during the doctor's office hours (2310 398338).

CAREER SERVICES AND GUIDANCE

The Career Office equips students with the tools and know-how to successfully kickstart their careers. Specifically, we provide hands-on training on interviewing, resume & cover letter writing. The above are subsidized by guest lectures, which help students get an insight in their field of interest, and company visits, which give students the opportunity to meet company representatives and conduct informational interviews. The office also provides individual consultations in any career related issue, including job search tactics, career planning, resume preparation and mock interviews. Apart from this preparation stage, the career office offers internship and job opportunities, both in Greece and abroad, accessible to all students via the Career Office's job board (jobs.act.edu).

In addition, the Career Office also organizes the annual Career Week, a week-long event with lectures, company presentations, on-campus recruiting, networking opportunities and hands-on workshops.

The Office also serves as Liaison with the Business Community, and works actively with Industry and Academia to identify placement opportunities and keep students informed of local and regional trends. Leading representatives from the private and public sectors visit ACT regularly as guest speakers in classes and events, reinforcing ACT's strong ties with companies, institutions and organizations throughout the local, national and international business environment.

GRADUATE EDUCATION COUNSELING

ACT's Graduate Education Office (GEO) guides students in their further educational progress. Graduates are assisted throughout the process of selecting appropriate programs and applying to ACT's or other postgraduate programs in numerous ways such as: website addresses for research into colleges / universities suited to their needs and qualifications, assistance with the writing of personal statements (in collaboration with the Writing Center) and coordination of recommendation letters prepared by faculty members. The GEO offers two workshops every fall semester, one for students interested in studying in the US, the other targeted towards studying in the United Kingdom.

Students should visit the Graduate Education Advisors early in their academic career (1st and 2nd year) and not necessarily wait until their 3rd or 4th year, when the reality of postgraduate education is right around the corner.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every semester there is a visiting program with local organizations with internship opportunities, all relevant to the academic programmes and focusing on enhancing in-class learning. Apart from the on-campus recruiting, we coordinate a series of internship opportunities with organizations located in other cities or even abroad, either with on-site placement or remote work. The school's Job Board and Facebook Career Group help disseminate the internship opportunities, while the Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

8. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD

ACT STUDENTS STUDYING IN THE US

ACT has signed a number of study abroad exchange agreements with partner colleges and universities that enable students to spend a semester studying in the US. Through these agreements, ACT students may spend a semester, normally in their second or third year of study, at a college in the US, and upon return to ACT receive full transfer credit for all courses successfully completed while abroad. Agreements with partner schools allow ACT students to enroll at collaborating institutions while continuing to be enrolled at the home school and pay tuition and fees at ACT. Students are encouraged to look into study abroad opportunities early in their academic career with the director of the I.P.O. Good academic standing is a pre-requisite for considering such a possibility.

9. WORK PLACEMENT INFORMATION

The programme does not require students to undertake a compulsory work placement but there is the option of internship, if they wish to do so.

Through the service learning/practicum course (a non-OU validated module) which is comprised of a combination of theoretical sessions and real-life case study projects, students will be able to make visible connections between community service, their own learning, personal and professional development and citizenship skills, values and practices.

A number of opportunities for personal development are available to English majors on demand and on a voluntary basis within the program, ranging from opportunities for joining extracurricular activities and clubs on campus, serving on the Student Government Association, engaging in Service Learning, acquiring information literacy and CV writing skills to building professional expertise through a term's Internship training in their senior year, thus enhancing self-reflection, PR and communication skills, personal and professional responsibility, learning how to meet deadlines and working with others, etc.

In addition, through ACT's Careers Office, targeted English-specific workshops, company visits and presentations further enhance opportunities for personal development. Short term internships have also been introduced. Here are some concrete examples:

- Communications & copywriting internship opportunities
- Resume, cover letter and interview workshops
- Private consultations for preparing individual students' resumes & cover letters.
- Mock interviews - private advising on interviewing
- Job board which renews weekly and includes - among others - internship and entry level opportunities in the field of communication.
- Guest lectures of professionals in the field (media, teaching, etc.)

As ACT graduated its first English cohort in June 2015, it is early to engage in a thorough evaluation of the value and benefit of the above-mentioned practices.

10. FACILITIES AND SERVICES

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a collection of about 26,400 books in print, over 126,000 of electronic books and hundreds of videos, DVDs, and CD-ROMS. Already one of the largest English language libraries in Greece, its collection is rapidly growing into a space designed to accommodate the institution's needs for years to come. The collection includes subscriptions to periodicals in hard copy as well as access to over 42,000 full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to over 20 research databases to support inquiry and research. Business databases include Ebsco's Business Source Elite, Regional Business News, Hoover's, and ProQuest ABI Inform Global. Databases for research include: Academic Search Premier, E-books collection, Encyclopaedia Britannica, ERIC, GreenFILE, Columbia International Affairs Online (CIAO), JSTOR, Oxford English Dictionary and Oxford Music Online. We also subscribe to the Ebsco A-Z service, providing listing of all the electronic resources accessible from the library.

In order to maximize the value of our collections and increase the ease of their use, a new service has been introduced. EBSCO Discovery Service TM brings together the most comprehensive content providing to users an easy, yet powerful means of accessing all of the library's information resources through a single search.

The Bissell Library shares an integrated library management system with the Socrates Eleftheriades and Olga Mavrophidou-Eleftheriades Library of Anatolia College. Access to both collections is available through the web-based library catalog. Library users can search the catalog, databases or the Internet through public access terminals available on both floors of the library. Network ports are available for laptops and the entire building is Wi-Fi enabled.

COMPUTING SERVICES & NETWORKING FACILITIES

ACT has state of the art computer infrastructure and facilities. All computer facilities are connected to a high-speed campus network, which is based on fiber optic cables connecting all buildings. In addition a large high speed wireless network access (WI-FI) covers large areas of the campus giving students the ability to use the school's resources or access the internet on their laptop.

The computer facilities include the Stavros S. Niarchos Technology Center in Bissell Library and a number of other computer laboratories located in various buildings. There are over 20 high-speed servers present in the network infrastructure and there are approximately 100 Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories:

The laboratories are used both as general access and instructional computer labs. They are equipped with data projectors and black and white or color laser printers. All stations are networked with full Internet Access and run the latest software such as MS office, Oracle, Power-builder, Visible Analyst, Java, Visual Basic, 3-D Max, Adobe Photoshop, Adobe CS Production Studio Premium, Macromedia Studio, Macromedia Authorware, PanaView Image Assembler, Mathematica Player, Minitab, MathCad, Daedalus, etc.

SCIENCE LABORATORIES

All science courses are accompanied by laboratory work. The purpose of the laboratories offered is to expose students to hands-on experience regarding concepts and principles learned in classroom. The College's new Science Facilities are located in the Compton Hall basement. The facilities include three laboratories (Biology/Ecology, Physics, Chemistry) covering a total area of 300 square meters.

FOOD SERVICES

The ACT Cafe, rented on a contract to a professional food service provider, is also located in the New Building (ACT main classroom building) and operates weekdays from 10:00 - 18:30 (Fall – Spring semesters) and 11:00 - 14:00 (Summer term—hours flexible) when classes are in session. The cafe offers an assortment of cold and hot sandwiches, coffee, salads and beverages.

HOUSING

On-campus housing is available on a first come, first served basis and priority is always given to freshmen. Apartments are all shared and have both single and double rooms, common area, kitchen and bathroom. They are fully furnished and on-campus students have free access to internet, the gym, and also to basketball, football and tennis courts. There is an on-campus dining room where students can have warm meals and the Bissell library is in close proximity to the housing. All interested students must complete a Housing Application in order to be considered for on-campus housing.

The Student Services Coordinator will assist students in locating off-campus housing in local residential areas. A list of trusted real estate agencies and property owners who speak English will be made available for interested students. ACT does not have any official relationship with housing agencies and does not endorse any specific agency. With all off-campus housing, students are responsible for personally contracting with the landlord but ACT will provide guidance and assistance. Regular announcements about available flats around the city are made on the ACT housing Facebook group. Students can also refer to this Facebook group in order to find roommates or shared housing.

14. DETERMINATION OF RESULTS

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are:

- 40% as an average for undergraduate modules
- Each assessment has to be graded above 25%

These minima apply to assessments, modules, stages and qualifications.

DETERMINING MODULE OUTCOMES

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

- First class Aggregate mark of 70% or above
- Upper Second class Aggregate mark between 60% and 69%
- Lower Second class Aggregate mark between 50% and 59%
- Third class Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

All awards recommended by ACT's Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Results will not be issued to students until they have been ratified by MRAQCP, and formal notice has been received that they can be released.

15. ASSESSMENT AND PROGRESSION REGULATIONS

SUBMISSION OF ASSESSED WORK

Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

ASSESSMENT SCORES

All undergraduate assessment will be marked on a percentage scale of 0-100.

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

Every assessment in every module has an associated threshold value (mark), which is set to 25 for all assessments. Students would need to achieve this minimum value (mark) in order to ensure that they have made a genuine attempt at each and every assessment.

In order to pass a module, the student has to:

1. Achieve a mark that is above threshold (25) in all assessments.
2. Have an overall weighted average in the module that is 40 or higher. In the case that the student fails to accomplish one of the above, they will need to re-sit the failed component and the re-sit results will be capped at 40 as per the current regulations.

Based on this for a piece of assessment, the student can:

1. 'Pass' the assessment: score 40 or better
2. 'Make a genuine attempt' at the assessment: score between 25 and 39
3. 'Fail' the assessment: score 24 or less

Cases 1 & 3 follow the current rules – pass and re-sit respectively. In case 2, if the student has an overall module average of 40 or better, they are seen to have met the associated learning outcomes of the module collectively to pass the module and do not have to re-sit the assessment.

All the above do not hold for the final Thesis – Management 323 module.

STAGE REQUIREMENTS

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit, a second attempt at an assessment component following a failure at first attempt.

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.

- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

OPTIONS FOR THE REPEAT OF STUDY

If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

Partial repeat as fully registered student:

- The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
- The student has full access to all facilities and support for the modules and/or components being repeated,
- The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
- The student retains the marks for the modules and/or components already passed,
- No further resit opportunities are permitted.

Partial repeat for assessment only:

- That access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

- This is only permitted where the student has extenuating circumstances;
- The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- The student has full access to all facilities and support,
- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

Exam Boards will look at individual cases where stages have not been completed and advise on progression.

16. DISSERTATIONS AND PROJECTS

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

The Bissell library in its effort to compliment and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all Divisions receive the same learning experience and support, as well as fair access to all available resources and services. More specifically when it comes to the writing up stage of their theses, the Bissell Library provides the following Resources and Support Services.

Resources :

- A collection of thesis writing books, academic writing and general study skills , for example how to evaluate resources, or how to study more effectively can come very handy at the literature review stage. This collection is housed in the Learning Hub (Writing Centre)
- Subject guides corresponding to the Divisions also provide a thematic information gateway of trustworthy information resources (e-journals, databases, etc) to assist students in their quest for information gathering for their theses.
- The website of the Library, which is currently under heavy revision (the new site will be in place from the 1st of Sept.), attempts to familiarize and provide introductory guidance on how to use various online tools such as Zotero, EasyBib and Diigo, which can become indispensable tools when it comes managing information and bookmarks, and citing resources .
- Guides have been composed to assist students with the OU Harvard referencing style (available on the library website)
- The Library in conjunction with all Divisions has streamlined the procedure of gathering all theses so as to develop in the near future an Institutional Repository. In the meantime students can drop in any time and can have access to study good examples of theses on site.
- Last but not list a plethora of printed material in a variety of subjects is also available to students.
- The students are able to ask for Interlibrary loans of journal articles we do not have online access to. The service is provided by the British Library. They are also able to suggest books relevant to their research to the library to buy.

Support Services:

- The Learning Hub, former Writing Centre, strives to help students to become strong, independent learners through a variety of services. The assistance stretches through all stages of the learning process whether it is revising thesis writing, maths, reading, or just refining those digital skills. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail. From the beginning of the new academic year Learning Hub will have its own website providing access 24/7, to wide variety of targeted information and resources on Study skills, English Language, IT skills, Personal development skills and Science & Technology.
- The allocation of two Academic Liaison Librarians as well as Division Academic staff reps allow for better communication among students, academic staff and the Library. This helps students and academic staff to convey in a more efficient manner their needs to the Library.
- Information Literacy lessons conducted by the Academic Liaison Librarians offer students a reminder of research, evaluation and referencing skills to support them in their project. This come as a continuation of previous Information literacy teaching offered in the previous years of study. These sessions include: techniques on how to locate formal and informal information sources on subjects, evaluation of resources, plagiarism and paraphrasing, and referencing.
- Finally the Academic Liaison Librarians provide one to one support on how to search, evaluate and locate materials and referencing, either in drop in sessions or after appointments.

17. OTHER INSTITUTIONAL POLICIES AND REGULATIONS

ACADEMIC MISCONDUCT

Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorized use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

- Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

- Misconduct in examinations (including in-class tests).
- Processes for dealing with Academic misconduct and the penalties

ACADEMIC OFFENCES

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating impersonation, use of inadmissible material and disruptive behavior. Responsibility for reviewing breaches of academic integrity is held by the college's Academic Standards and Performance Committee (AS & PC).

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the AS&PC. If a member of the Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

On receipt of the allegation of a breach of academic integrity, the Chair of the AS&PC must inform the Chair of the Board of Examiners that is responsible for the assessment of the course(s) that are affected by the alleged offence. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established.

The AS&PC will either itself investigate the charge or establish from its own membership a panel to conduct the investigation. In establishing whether a breach of academic integrity has occurred, the Committee (or panel) should consider oral and/or written evidence supplied by the individual(s) making the charge and the alleged offender. The alleged offender shall have the right to appear before the Committee (or panel).

Once the AS&PC has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently on the assessment decisions made by the Board of Examiners, the AS&PC is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity. The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

- Admonishment Letter (or Letter of Warning): The student is advised in writing that her/his behavior violates rules of academic and/or personal integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.
- First Offense File: The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Provost, department chairs and area coordinators. Second offenses automatically result in a hearing.
- Disciplinary Probation: The student is advised in writing that his/her behavior violates rules on academic and/or personal integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.
- Suspension: The student's relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.
- Dismissal: The student's relationship with the College will be terminated indefinitely. The right to apply for re-admission shall be denied.

Within five working days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the AS&PC. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final.

EXTENUATING CIRCUMSTANCES

The Open University recognizes that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution's extenuating circumstances procedures will be applied, as approved in institutional review.

A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously impaired by extenuating circumstances, may submit a deferral request. Further information is available from the partner institution.

MITIGATING CIRCUMSTANCES

The following regulations distinguish between factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline, and those which have not impaired the student's ability to attend for examination or meet a deadline for the submission of work but which may have affected his or her performance. In all cases, it is the responsibility of the student to ensure the timely disclosure of any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program's assessment requirements must submit a completed Mitigating Circumstances Extension Form together with

verifiable documentation to the Registrar's Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

- the AS&PC will consider the evidence submitted by the student;
- if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.
- the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee's decision.
- The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

- the AS&PC will review the evidence submitted by the student and make a recommendation for consideration by the appropriate Board of Examiners;
- the Board of Examiners is responsible for considering that action that it should take in the light of the recommendations of the AS&PC;
- the actions available to the Board of Examiners include: the deferral of an assessment to a later date; compensation for the failure in a course; agreement that the student should either retake the course or be reassessed with the grade achieved being recorded in the student's transcript and therefore contributing to the classification of the award; and, exceptionally a decision that the student be assigned a higher grade for the course or courses on which his or her performance has been affected.

Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

The partner institution will verify the authenticity of any evidence submitted.

Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
- waive late submission penalties;
- determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
- note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

For more information, visit http://www.act.edu/misc/OU_Regulations_16.pdf

18. STUDENT PARTICIPATION AND EVALUATION

STUDENT PARTICIPATION

ACT has an active Student Government Association (SGA), whose main goals are:

- A. To provide the means and “voice” whereby members of the student body may express themselves effectively in the development and maintenance of the College programs which affect their intellectual, physical, social, economic, and spiritual welfare.
- B. To assist in the coordination of activities and services for the benefit of the student body and the entire College.
- C. To promote better understanding and cooperation between students, faculty, administration, and any individuals and organizations involved with ACT.
- D. To demonstrate a behavior characteristic of good citizenship, scholarship, leadership, service, and human values

A member of the Student Government Association (SGA) must be present at all meetings of the Academic Standards and Performance Committee (ASPC) of the college, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Assistant Dean and the SGA, where students present their views on the operation and development of the College. In addition, ACT regularly invites students to Academic Council meetings, where they can express their views and opinions to the top-level administration. The SGA is also involved in co-organizing major on-campus events.

MODULE EVALUATION

Module evaluation is conducted through the student evaluation forms. These forms measure the teaching quality and assessment methods, learning materials, delivery methods, course objectives, thought-provoking activities, comprehension of the subject matter, grading, degree of intellectual challenge and stimulation and draw comparisons with other courses.

The collection of student feedback is made at the office of the Assistant Dean, who has the general overview of the procedure. Then, modules are classified according to the programme they belong, and the feedback

is sent to the corresponding department head. The results are also forwarded to the individual instructors. The outcomes of module evaluations are discussed between the Assistant Dean and the department heads, and also in the departmental meetings of all divisions. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed. Furthermore, the Chair of the Business Division discusses in private with each instructor their individual student evaluations in order to share experience and improve the level of teaching.

COLLEGE-WIDE FEEDBACK

At the college level, ACT is administering another survey to measure both educational and other aspects of student life and behaviors. The survey, named College Student Experiences and Learning Outcomes (CSELOA) is aiming at measuring self-perceptions of students and has two parts. The first part measures student learning outcomes and the second measures student behaviors and experiences. The questionnaire includes a diverse spectrum of variables relating to academics, faculty, student services, student-to-student and student-to--faculty interactions, sense of community, use of campus facilities, academic skills, communication, after-college preparation for graduate studies or work, and off campus study and life behaviors.

19. GENERAL READING LIST (NOT MODULE SPECIFIC), INCLUDING ELECTRONIC RESOURCES

Schaffer, Richard et al.	2018	International Business and It's Environment	South-Western Cengage Learning
Bradgate, Robert	2012	Commercial Law	Oxford University Press
Goldman/Sigismond	2014	Business Law	Houghton Mifflin Company
Moreau, Marie-Ange	2011	Before and after the economic crisis: what implications for the 'European social model'?	Edward Elgar
Lewis, Michael	2011	Boomerang : travels in the new Third World	W.W. Norton & Co.
O'Neill, Jim	2011	The growth map : economic opportunity in the BRICs and beyond	Portfolio / Penguin
Winter, Harold	2005	Trade-offs : an introduction to economic reasoning and social issues	University of Chicago Press
Carbaugh.R	2022	International Economics	South Western
Ross / Westerfield / Jordan.	2022	Fundamentals of Corporate Finance 13th edition	McGraw-Hill
Van Frederikslust, R.A.I., Ang, J.S., Sudarsanam, P. S.	2007	Corporate governance and corporate finance : a European perspective	Routledge
Arnold, Glen	2008	Corporate financial management	FT/Prentice Hall
Fabozzi, Frank J., and Pamela Peterson Drake	2009	Finance : Capital Markets, Financial Management, And Investment Management	Wiley
Pratt, Shannon P., and Roger J. Grabowski	2008	Cost Of Capital : Applications And Examples	John Wiley & Sons
Vishwanath, S. R.	2007	Corporate Finance : Theory And Practice	Response Books

Agar, Christopher	2005	Capital Investment & Financing : A Practical Guide To Financial Evaluation	Elsevier
Jones, G. & George, J.	2021	Contemporary Management 12th edition	McGraw Hill
Griffin, R.	2017	Management	Cengage
Daft, R.	2016	Management	Cengage
Deming, w.	1986	Out of the Crisis	MIT
Deming, W.	2000	The New Economics	MIT
Charles W. L. Hill	2014. (10th Ed)	International Business: Competing in the Global Marketplace	McGraw Hill
Mason A Carpenter, Sanjyot P Dunung,	2011	International Business	Saylor Foundation
Hisrich R.D	2015 (Third edition)	International Entrepreneurship: Starting, Developing, and Managing a Global Venture	SAGE Publications
Hayton J., Salvato C., Manimala M.J	(2015)	Global Entrepreneurship: Case Studies of Entrepreneurial Firms Operating around the World	Routledge
David C. Bojanic, Robert D. Reid	2016	Hospitality Marketing Management, 6th Edition	Wiley
Kate Gillespie; H. David Hennessey (essential reading)		Global Marketing,	South-Western Cengage Learning, International Edition, 4th Edition
Waren Keegan & Mark Green (extended reading)		Global Marketing	Prentice, 6th ed.
Kotabe, Masaaki; Helsen, Kristiaan.		International marketing	Wiley Edition: 6th ed.
Pervez Ghauri & Philip Cateora (extended reading)		International Marketing,	McGrawHill, 3rd edition

Marshall & Johnston	2023	Marketing Management	McGraw-Hill, 4th
Keller K. & Swaminathan, V.	2020	Building, Measuring and Managing Brand Equity	Pearson, 5th Global Edition
Kotler, P., and Keller, K. & Chernev, A.	2021	Marketing Management	Pearson, 6th edition
<u>Debra Zahay</u> , Mary Lou Roberts, et al./3rd edition	2023	Social Media Marketing : A Strategic Approach	Cengage
<u>David Meerman Scott</u>	2017	<u>The New Rules of Marketing & PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases...</u>	John Willey & Sons, New Jersey
Chuck Hemann & Ken Burbary	2013	Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World	Que Publishing
Blumberg, B., Cooper, D. and Schindler, P.	2011	Business Research Methods	McGraw-Hill
Zinkmund, W., Babin, B., Carr, J. and Griffin, M.	2013	Business Research Methods	Cengage Learning
Creswell, J.W.	2014	Research Design: Qualitative, quantitative and mixed methods approaches	Sage Publications
Eric Yaverbaum, Robert W. Bly, Ilise Benun, Richard Kirshenbaum	2006 2nd edition	Public Relations for Dummies	Willey